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visual relationships "with the relationships of the tactual sense" produces "the complex organization of our sensory experience which we have given in immediate consciousness as space." If "group organization of the retinal elements" means the same as local signs, and the theory stops there, it is inadequate to explain spatial perception. If "organization of the motor impulses" is added, it is not clear how this theory gets beyond the one criticized.

A discussion of the technique of recording the eye movements is given in an appendix.

A. LIPSKY.

NEW YORK CITY.

Moral Training in the Public Schools. The California Prize Essays.

CHARLES EDWARD RUGH, T. P. STEVENSON, EDWIN DILLER STARBUCK, FRANK CRAMER and GEORGE E. MYERS. Boston: Ginn & Co. 1907. Pp. 203.

The subject of moral training in the elementary schools of America is perhaps more widely discussed to-day than at any previous period in our history, and the present volume is certain to be hailed as timely. A citizen of California, who withheld his name, recently placed in the hands of the Reverend Charles R. Brown, a pastor at Oakland, California, President David Starr Jordan, of Stanford University, and Professor Fletcher B. Dresslar, of the University of California, the sum of eight hundred dollars to be awarded as first (\$500) and second (\$300) prizes for the best essays on "Moral Training in the Public Schools."

Three hundred essays, "many of them of high merit," as the committee affirms, were submitted, and the first and second prizes were awarded, respectively, to Mr. Rugh and Mr. Stevenson. But three other essays—those by Messrs. Starbuck, Cramer, and Myers—seemed to offer such distinct and individual contributions to the discussion of the problem that they were included with the publication of the two prize essays.

Mr. Rugh's essay is the most notable of the series, and is most suggestive to the student of pedagogics. His familiarity with the literature of ethics and genetic psychology is evident, and he manifests a clear insight into the needs of the public schools. Mr. Stevenson's opposition to the parochial school supported by public funds is one of the clearest statements that has come to the attention of the reviewer. The paper by Mr. Myers is chiefly valuable because of the brief, but excellent, exposition of conditions in Germany, France, and England with reference to moral training in the schools.

On one phase of the problem all the essayists are agreed, viz., that a secular system of education would be antagonistic to our national character and out of harmony with American political institutions. Mr. Stevenson asserts that sectarian school systems do not make good citizens, but devoted members of their respective sects.

The personality of the teacher is emphasized as the most potent factor in moral training, and several of the essayists lament the absence of the male teacher in the elementary schools of the United States, assuming

that our schools are training a race of effeminate men, lacking in virile, aggressive qualities.

The volume is a notable contribution to the discussion of moral education and allied problems, and the simplicity of treatment makes it easy reading. The absence of an index is to be regretted.

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The Psychological Experiences connected with the Different Parts of Speech. ELEANOR H. ROWLAND. *The Psychological Review*, Monograph Supplement, January, 1907. Pp. 42.

The writer started with the following query: "What differentiates the prepositional state of mind from that which makes up the meaning of other words? In general, why are other parts of speech easily adopted, while others defy all attempts to introduce them?" The experiments were conducted with only one subject and were made entirely on separate words. Three stages of meaning were noted: (1) a feeling of familiarity with the word, (2) a feeling that she would know how to use it, (3) the unrolling of the images. Lists of words of different parts of speech as much allied in significance as possible were selected, such as *weight*, *lift*, *heavy*, *under*, and the main conclusions are these: Concrete nouns stand for a "constant attitude binding together a variety of images," while the verbal noun demands not simply an attitude expressing possibility of action, but expressing the actual carrying out. With the verb there is usually a definite impulse to carry out the action suggested. The adjective, on the other hand, involves no purposive action, but usually has some feeling tone due to subjective reaction, since the whole self seems involved, and this latter fact accounts for the feeling of oppositeness discernible in so many adjectives denoting sense or judgment qualities, though they point to an object as possessing these qualities.

Prepositions are found to be without ideational content and so apparently can only be expressed by muscular tensions of various kinds. Hence the difficulty the child has in learning them. Adverbs are uniformly found to be less intimate than adjectives, as belonging less to the subject than the external world. Adverbs of place are felt in terms of tension, but differ from the tension of prepositions inasmuch as they are more purposive. Likewise transitive verbs have something of this prepositional character of tension *versus* ideation, but still have the power of expressing specified purpose. Again, an abstract noun and an adjective are alike in possessing the adjective characteristic of subjective reaction, though the noun maintains its character of standing alone, while the adjective points to something else. The pronoun, psychologically, is simply the pointing to something.

The original query is answered in showing that prepositions do not change, since new occasions for them do not arise, and their meaning is so bound up in the tensions of the whole organism that the possibility of variation is reduced to a minimum. Pronouns, likewise, and adverbs of